

Viking Quest: U.S. History Assignments

May 2015

Week: 26th -29th

- *Read 22-3 pgs. 698-703*
- *Complete 22-3 Guided Reading*
- *Pg. 703 # 1-7*
- *22-3 Study Guide*
- *Read 22-4 pgs. 706-710*
- *Complete 22-4 Guided Reading*
- *Pg. 710 # 1-7*
- *22-4 Study Guide*

Chapter 22, Section 3

Popular Culture of the 1950s

(Pages 698-703)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What were the characteristics of the new youth culture?
- What contributions did African Americans make to 1950s culture?

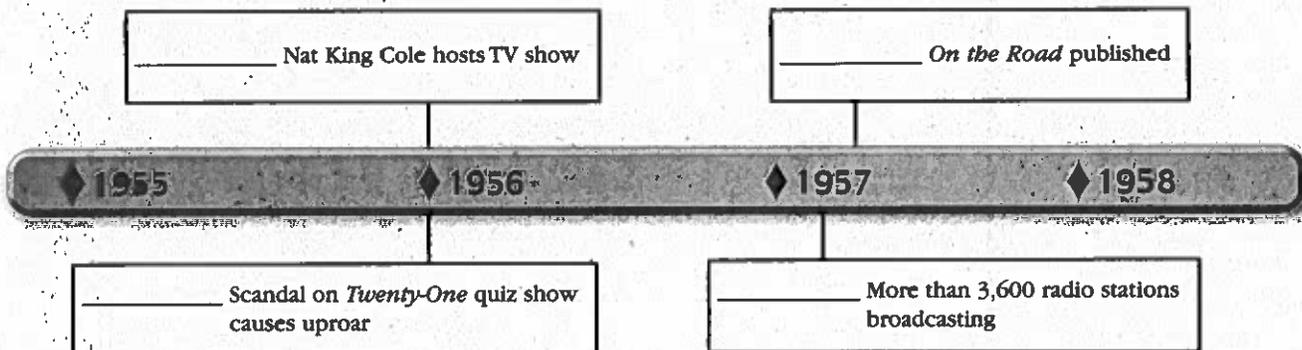
Main Idea

As you read pages 698-703 in your textbook, complete the graphic organizer below to compare new forms of mass media during the 1950s.

| New Forms of Mass Media | Description |
|-------------------------|-------------|
| | |
| | |
| | |
| | |

Sequencing Events

As you read, write the correct dates next to each item on the time line below.



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The New Mass Media (pages 698–701)

Responding

Which of the television shows and movies mentioned in this lesson have you seen? Why do you think many of these shows are still popular?

Academic Vocabulary

Define or describe the following academic vocabulary words from this lesson.

device

categories

Terms to Review

Use the following term, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

innovate
(Chapter 7, Section 2)

The New Youth Culture (pages 701–702)

Visualizing

Picture yourself as a teenager in the 1950s. What are some of the events you might see and hear? Use three terms or names from this lesson in your response.

Terms to Know

Identify the following key term from this lesson.

generation gap

Academic Vocabulary

Use each of the following two academic vocabulary words from this lesson in a sentence.

oriented

media

Terms to Review

Define each of the following terms, which you studied earlier.

controversial
(Chapter 3, Section 5)

distinctive
(Chapter 5, Section 3)

African American Entertainers (pages 702–703)

Reviewing

As you read the lesson, list African Americans from the 1950s who helped revolutionize the television and music industries. Then cite African American entertainers from today who continue to shape our culture.

| | 1950s | Today |
|------------------|-------|-------|
| Television stars | | |
| Male singers | | |
| Female singers | | |

Terms To Review

Use each of these terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

transformed
(Chapter 7, Section 2)

despite
(Chapter 5, Section 4)

Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the characteristics of the new youth culture?

What contributions did African Americans make to 1950s culture?

Chapter 22, Section 4

The Other Side of American Life

(Pages 706-710)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:

- What groups were left out of the American economic boom that followed World War II?
- What factors contributed to poverty among these various groups?

Main Idea

As you read pages 706-710 in your textbook, complete the outline below using the major headings of the lesson.

The Other Side of American Life

I. Poverty Amid Prosperity

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

II. _____

Sequencing Events

As you read, number the following events in the order in which they occurred.

- _____ *1,000,000 Delinquents* warns of rising juvenile crime
- _____ *The Other America* published
- _____ *A Raisin in the Sun* opens on Broadway
- _____ Termination policy directed at Native Americans instituted

Poverty Amidst Prosperity (pages 706–709)

Determining the Main Idea

As you read, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Terms To Know

Define or describe the following key terms from this lesson.

poverty line

urban renewal

termination policy

Academic Vocabulary

Define the following academic vocabulary word from this lesson.

abstraction

Terms To Review

Use each of these terms, which you studied earlier, in a sentence that reflects the term's meaning in this lesson.

minimum
(Chapter 3, Section 5)

speculators
(Chapter 4, Section 1)

Juvenile Delinquency (pages 709–710)

Analyzing

Experts in the 1950s listed several reasons for juvenile delinquency. Do you believe that any of these reasons are still valid for delinquency today? What do you think causes juvenile delinquency?

Terms To Know

Define or describe the following key term from this lesson.

juvenile delinquency

Academic Vocabulary

Define the following academic vocabulary word from this lesson.

commentator

Terms To Review

Use each of the following terms, which you studied in an earlier chapter, in a sentence that reflects the term's meaning in this lesson.

experts
(Chapter 21, Section 3)

triggered
(Chapter 6, Section 1)

Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What groups were left out of the American economic boom that followed World War II?

What factors contributed to the poverty among these various groups?
